



DUNEDIN RUDOLF STEINER SCHOOL

2023

CHARTER

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DUNEDIN RUDOLF STEINER SCHOOL CHARTER

Mission statement

Our school will enable each pupil to become a free, responsible and caring individual with purpose and direction in life, with an awareness of the environment; an individual who, as a citizen of the world, can contribute to the future.

“Receive the children with Reverence, Educate them with Love, Let each go forth in Freedom”

Rudolf Steiner

Our children will be confident, connected, actively involved, lifelong learners.

Vision

A vibrant community with children who grow to know themselves as kaitiaki.

Our Values

- Steiner pedagogy - which is age-appropriate, arts-based and referenced to the principles of truth, beauty and goodness
- Sanctity of childhood – free of undue rush and pressure, fostering a sense of wonder
- Whakapapa – interconnectedness with the natural world and each other
- Hauora – spiritual, emotional, physical and mental well-being
- Whanaungatanga - recognition of the humanity in each individual, the need for community and for manaakitanga of the community
- Kaitiakitanga - responsibility and guardianship of our environment and culture on behalf of future generations and childhood

Strategic Goals

1. Enhance the expression of special character
2. Nurture the mana of te Tiriti
3. Grow the school
4. Foster a healthy community and environment

Dunedin Rudolf Steiner School

Aims and Objectives

AREA	AIMS	OBJECTIVES
Strategic Planning and Self Review (links to Strategic Goals 1-4)	To develop a strategic plan that reflects the National Education Goals through policies, plans, curriculum assessment, student achievement, professional review and development and a programme of ongoing self review.	The Board, Principal and staff, in conjunction with the associated kindergarten and Trust, develop and operate a strategic plan for the management of the school's operation, with annual, medium and long term goals.
Bicultural policy and practice (links to Strategic Goal 2)	To further develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.	Policies and plans are implemented and reviewed in consultation with the school community. This includes its policy on the Teaching of te reo and te tikanga Māori and the development of the school grounds.
Curriculum content and implementation (links to Strategic Goal 1)	To provide a full Steiner Curriculum that embraces the National Curriculum. The school will offer a teaching and learning environment that encourages children to be creative thinkers, socially aware and reaching their academic and artistic potential.	Each year the school's Principal and staff review the curriculum including annual targets and curriculum content, in collaboration with the Board of Trustees.
Assessment and reporting (links to Strategic Goal 1)	To monitor teaching and learning in the school to ensure teaching and learning is informed by accurate assessment information.	The school's assessment, review and reporting practices will ensure that teachers, students, parents and the Board are provided with appropriate reports on progress so that the needs of individual children can be addressed effectively and given priority where necessary.
Finance (links to Strategic Goals 3)	To ensure the school optimises available resources.	The school will budget and track the use of financial resources, and maximise the resources that are available to it.
Personnel (links to Strategic Goals 1,2 &4)	To promote a high level of staff performance and well-being.	Personnel policies and procedures will be reviewed to ensure they promote best practice as a good employer. Well-being survey established.
Property (links to Strategic Goals 1,2,3&4)	To provide a physical learning environment that reflects the school's special character as well as its geographical and historical setting and promotes learning in a safe, healthy and beautiful space for children, staff and the community.	The Board works alongside the Proprietors Trust, which owns the land and buildings, to develop and implement appropriate maintenance and capital development plans, and to ensure health and safety is regularly reviewed.
Community participation (links to Strategic Goals 2,3&4)	To provide social and educational opportunities for parents and friends of the school to embrace the school's vision, values and mission statement, and to be engaged in promoting and supporting the school.	The school will hold termly parent evenings to discuss pedagogical and curriculum content, as well as workdays, festivals; and will provide fortnightly newsletters to ensure a transparent and inclusive approach to the whānau.

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Strategic Plan 2023 -2026

1. Enhance the expression of special character

2023	2024	2025	2026
Continued evaluation and review of special character, teacher training needs and other curriculum areas.	Special character strengths in school are shared nationally through exchange of ideas in Steiner Fellowship.	Ongoing and responsive to staff.	Ongoing and responsive to staff.
Continued focus on learning needs and differentiated teaching, e.g. literacy and numeracy. Develop clear support guidelines and reporting mechanisms. Focus on writing skills. Identify areas for improvement for 2024.	Continued with reflection and review of effectiveness of methods to achieve desired outcomes. Ongoing. Focus on lowest skill. Identify areas for improvement for 2024.	Review methods, systems and reporting and make changes if and where appropriate. Focus on lowest skill. Identify areas for improvement for 2024.	Implement changes on methods, systems and reporting as appropriate. Focus on lowest skill. Identify areas for improvement for 2024.
Music curriculum delivery includes reading and playing of 3 part recorder music. All classes are part of the school choir. Woodwork becomes part of the technology curriculum. Review te reo Māori curriculum delivery.	By Class 5, have a recorder orchestra of senior classes. The school choir increases repertoire of songs. Woodworks works on progression of skill development across the years. Implement step ups of te reo Māori. Stand-alone language classes.	Ongoing. Ongoing. Ongoing. Report on te reo Māori as a subject.	Review all areas.
Rhythmic movement, including eurythmy, is a dynamic feature of each main lesson.	Increase implementation of rhythmic features in lessons. Start to work towards forms that can be shared in assemblies.	Increase implementation of rhythmic features in lessons. Start to work towards forms that can be shared with the community (senior classes).	Increase implementation of rhythmic features in lessons. Start to work towards forms that can be shared with the community.
Work with SEANZ tool for special character attestation. Develop plan to focus on 2 areas/year.	Focus on two areas of the SEANZ tool, review and make changes as and where appropriate.	Focus on two areas of the SEANZ tool, review and make changes as and where appropriate.	Focus on two areas of the SEANZ tool, review and make changes as and where appropriate.

2. Nurture the mana of Te Tiriti

2023	2024	2025	2026
Whole school and kindergarten internal review of implementation of goal. Students becoming more fluent in te Reo Māori	Outcomes of 2023 review assessed, and changes made where required. Exploring making te Reo Māori a stand-alone subject.	Teaching te Reo Māori as an accumulative subject which is measured against clearly developed steps of increased language proficiency for students as they go through the years.	Reviewing the way te Reo Māori is delivered as part of the curriculum and make changes where and as appropriate.
Student engagement with site enhancement, through outdoor/ woodwork. Impulse group to develop a plan for the school grounds that reflects the bicultural context as well as the special character of the school.	Completion of site development plan from impulse group and prioritising work and projects.	Beginning of implementation of site plan.	Continuation of implementation of site plan.

3. Grow the School

2023	2024	2025	2026
Redevelopment of marketing materials and review of strategy.	Implement strategy, connect with tertiary facilities.	Ongoing.	Ongoing.
Working closely with kindergarten(s) to consolidate and strengthen pathways from kindergarten into the primary school. Develop a plan for the 6-year-old students.	Reach out further to other kindergarten(s) to strengthen numbers going into class 1. Implement plan for 6-year-old students.	Welcome stand-alone class of 24 students. Apply for roll cap increase to allow for 7 stand-alone classes of 24 students each.	Welcome second stand-alone class of 24 students.
Preparation with the Board and Proprietors for the new classroom buildings. Review plans and finances.	Finalising building plans for additional classroom space.	Begin built for 2 new classroom spaces.	Complete built of 2 new classroom spaces.

4. Foster a healthy community and environment.

2023	2024	2025	2026
Parent community nurtured through creating places to meet (playgroup, flow form, yurt) and engagement facilitated through parent meetings, and working bees etc.	Parent meetings extended and reviewed/revised. Develop project based working bees.	Parent meetings extended and reviewed/revised. Develop project based working bees.	Parent meetings extended and reviewed/revised. Develop project based working bees.
Impulse group established for grounds development, beautification and bicultural heritage.	Plan presented. Beginning of implementation.	Continuation of implementation.	Continuation of implementation.

Annual Plan 2023

Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.			
Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
Teaching practice in the classroom indicates that all teachers are in ongoing meaningful professional development in Steiner Education as well as extending knowledge of curriculum delivery in their chosen focus area.	<p><u>Individual PD:</u> A plan is made for teachers at the start of the year to support their ongoing professional development in a particular field (and reported to the board and proprietors). PD will be around the field of literacy, numeracy, special character of the school, the technology curriculum or wellbeing.</p> <p><u>General:</u> Across school meetings with teachers in New Zealand from other Steiner schools.</p> <p><u>In school PD:</u> Child studies are scheduled and carried out on a regular basis. College of teachers engage in meaningful deepening of understanding of the Steiner philosophy.</p>	Teachers	<p>Teachers will have chosen their particular field of inquiry for the year and the pd will support this.</p> <p>Teachers will have engaged with teachers in the same field from other schools and exchange practices and methodology.</p> <p>Child studies will have strengthened the understanding, practice, and approach to children in their academic and social development.</p>
Woodwork curriculum is further developed for classes 4-7.	Woodwork will be an ongoing part of the technology curriculum. A plan is developed for year levels, showing progression of learning.	Technology teacher	Woodwork curriculum further developed and implemented to show progression through the years.

Goal 1 Excellence for all pupils in our Steiner Waldorf Special Character school.

Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
<p>Improved student achievement in Literacy and Numeracy with special focus on students currently performing 'Below' in writing.</p> <p>Regular reporting and goal setting with stakeholders.</p>	<p>Students are identified and support provided through:</p> <ul style="list-style-type: none"> - Teachers, teacher aide, special literacy and numeracy support, COL. - All children will have a CEP and clear goals - Goals will be reported on and reported to all stakeholders. 	<p>Class teachers, LSC , Teacher Aides, Literacy and Numeracy In School advisers,</p> <p>Collaborative work with parents.</p>	<p>Students will have been identified, clear plans developed and regularly revisited for next steps. Whanau will be engaged and updated in an ongoing way.</p>

Goal 3 Grow the School			
Success Indicators	Tasks strategies and resources	Who	Evidence to show the objective has been met/ is in progress
Marketing material will be redeveloped A clear shared vision of the marketing strategy is communicated to stakeholders	Update: website, marketing material, information pamphlets, Facebook Formulate a marketing strategy and communicate to stakeholders	Board/ Props Management Management	Marketing material is updated and follows the marketing strategy Marketing strategy is documented and shared with governing bodies and staff
Numbers at the school increase to 12 in each year group in order to move to stand alone classes of 24 students per year level.	Review pathways from kindergarten(s) Create plan to ensure healthy numbers from kindergarten(s) into the school	Board/ Props Management	Kindergarten(s) work together to increase numbers following the Steiner pathway into the primary school.

Supporting statements

1. **Policy on the Teaching of te reo and te tikanga Māori** – this policy is written to show the community how the school will respond if a parent seeks further instruction for their child in te Reo or tikanga Māori, in addition to what is already provided.
2. **Curriculum Planning and assessment** – the school develops and reviews a set of curriculum policies and procedures which outline the school-wide approach to curriculum planning, assessment planning, self-review, appraisal planning, staff professional development planning. This includes a review of the Schools Steiner Curriculum
3. **Financial Planning** – the school prepares an annual budget each year which shows how the resources received – both from the Ministry of Education, the Proprietors Trust and other funding – are used for the school to follow its annual and strategic aims. The Financial Policy and Procedure framework describes how financial resources are budgeted, monitored and reviewed.
4. **Property Maintenance** – the School, in conjunction with the Rudolf Steiner School Trust Otago, has a 10 year maintenance plan and a 10 year cyclical maintenance plan which shows how the school's property and capital development is planned.

All policies and procedures are available in the school office and on the school's website.